



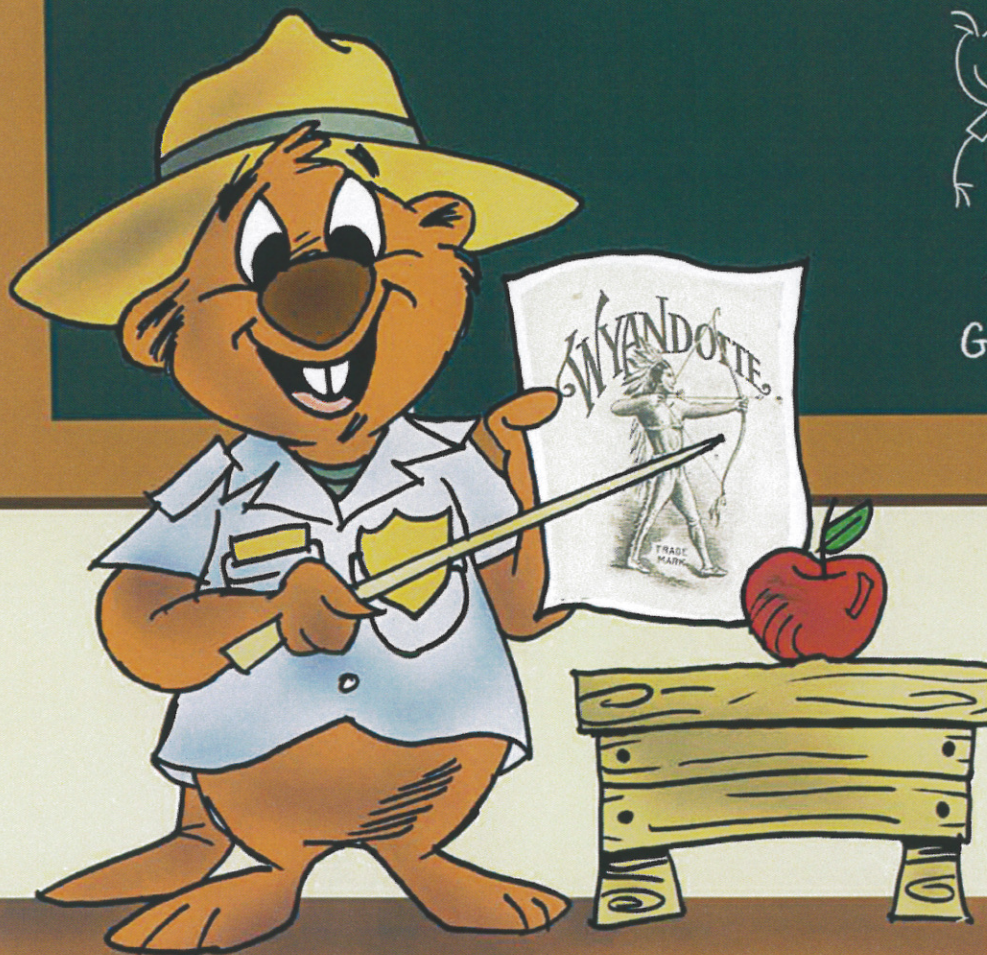
River Raisin National Battlefield Park Presents

THE WAR OF 1812: BATTLES OF THE RIVER RAISIN

CONFLICT SOLVERS: A JOURNEY TO UNDERSTANDING WHY THE WYANDOTTE INDIANS MOVED OUT OF MICHIGAN AND OHIO



Grade Level: 5



WITH
"PROFESSOR"
MAJOR
MUSKRAT
BY: KRISTA SEIBERT

LESSON PLAN



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River Raisin
National Battlefield
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River Raisin National Battlefield Park Lesson Plan

CONFLICT SOLVERS: A JOURNEY TO UNDERSTANDING WHY THE WYANDOTTE INDIANS MOVED OUT OF MICHIGAN AND OHIO

Lesson Design: Krista Seibart

(Funding for this project provided by the Community Foundation of Southeast Michigan)

Lesson Overview:

During the years following the American Revolution, the Native Americans were continuously pushed further and further away from their original homeland. It was a time of flee or fight. It was a time of assimilation versus heritage pride. It was a time of converging cultures.

Within this lesson, students will examine 6 events that occurred in history pertaining to the issue of the removal of the Native American tribes from the Northwest Territory - primarily Michigan and Ohio. Through readings and discussions of these events, students will formulate their own solutions to solving these past real life issues, learn the actual results, and, as a result of this, be conscious of the injustices placed upon Native Americans. Students will then develop a form of media to convey their discoveries on how the Native Americans were treated during this tumultuous time in our history.

Essential Questions:

1. Why did the Native Americans (especially the Wyandottes) leave their homeland of Ohio and Michigan?
2. How did the Europeans force (coerce) the Native Americans to leave?

Curriculum Fit:

Social Studies and English Language Arts

Objectives:

Students will:

- Focus on several key events taking place after the Revolutionary War which caused the eradication of Native Americans from Ohio and portions of Michigan.
- Discuss the events and the key components.
- Chart the different "sides" to each event and formulate a peaceful solution to the conflict.
- Compare the actual outcome of each event to their own constructed solutions.
- Collaborate with peers to recall the key points within each event.
- Integrate their new knowledge and discoveries through a choice of media to be shared with their peers.

Standards:

U1.4.2

Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (National Geography Standard 12, p. 167, C, E)



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U1.4.3

Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (National Geography Standard 10, p. 162, C, E)

P4.2.2

Participate in projects to help or inform others

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Recommended Grade Level:

Fifth Grade

Topic:

The Removal of the Native Americans from Ohio and S.E. Michigan



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CONFLICT SOLVERS: A JOURNEY TO UNDERSTANDING WHY THE WYANDOTTE INDIANS MOVED OUT OF MICHIGAN AND OHIO

Key Concepts:

- Treaty
- Prime land
- New World
- The Northwest Territory
- Alliance
- Discrimination
- Reserve
- Coerce

Key Skills:

- Collaborative teamwork
- Inferring
- Strategic thinking and reasoning
- Creativity and imagination

Materials:

- Chart paper
- Markers
- Event cards – one per group
- Solution graphic organizers – one per student
- Actual Historical Solution Page – one per group
- Seven Element Assignment Page – one per student
- o Rap Planning Page
- o Two Voice Poem Planning Page
- o Editorial Page
- Document Camera
- Computer access for videos

Time Required: One to two class periods.



Procedure:

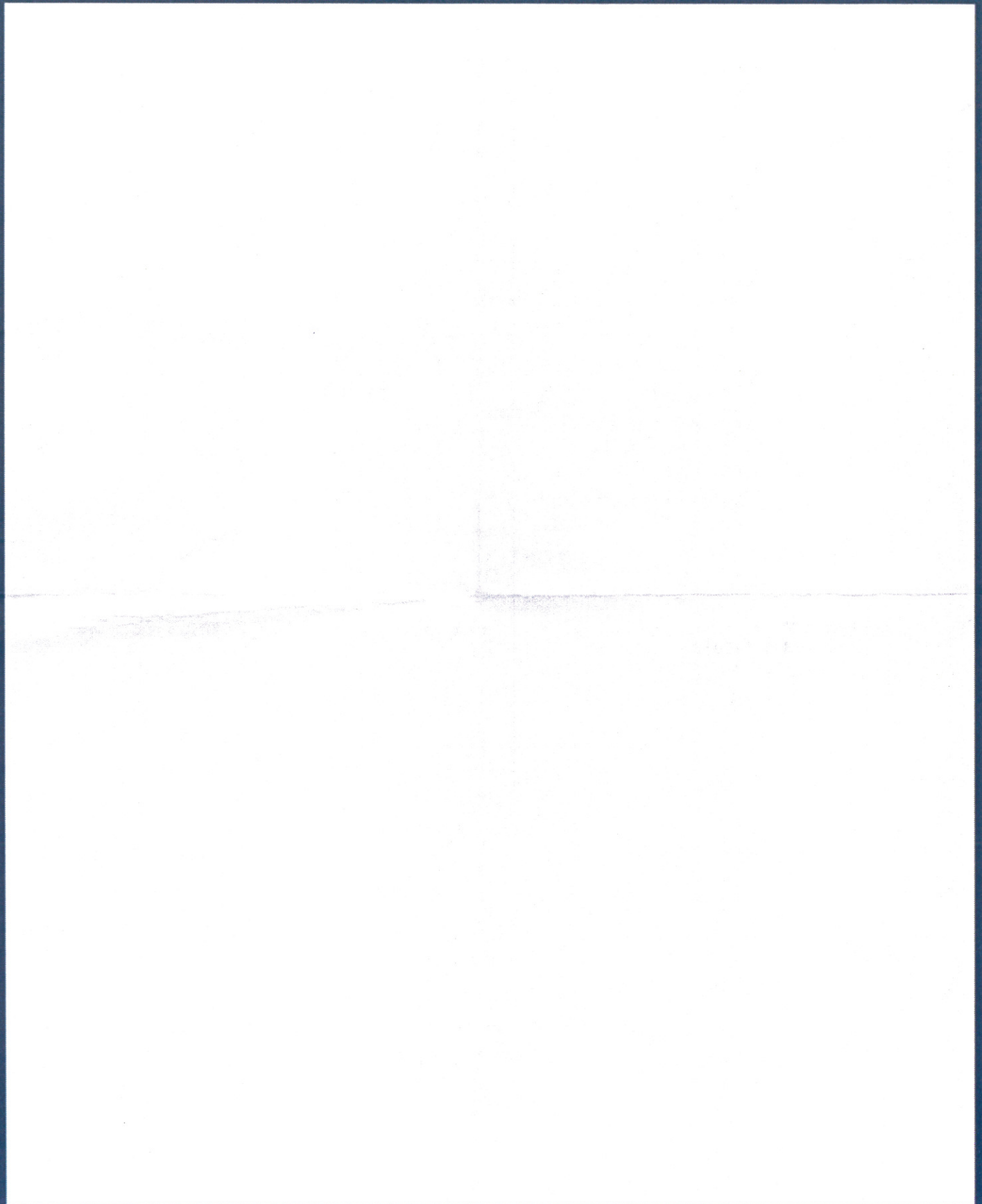
1. Assign students a 3 minute quick write: "How do you solve conflicts?" Discuss.
2. Read the book, *Apple Trouble* by Native American writer Michael Terry (Available on Amazon at: http://www.amazon.com/s/ref=sr_nr_p_n_feature_browse-bin%3A2656022011&keywords=Apple+Trouble&ie=UTF8&qid=1439916628&rnid=618072011).
This is a book about solving conflicts (or any book of the teacher's choosing with the theme of conflict resolution).
3. Explain the theme today is conflict resolution and how it pertains to the historical relationships between the Native Americans and the United States people and government.
4. Divide students into collaborative groups (clans) of 4-6 students. There are twelve clans in the Wyandotte Nation. They are as follows: Big Turtle, Little Turtle, Mud Turtle, Wolf, Bear, Beaver, Deer, Porcupine, Striped Turtle, Highland Turtle, Snake, and Hawk. Give each student the Solve the Conflict Graphic Organizer.
5. Distribute one Event Card #1 "Treaty of Paris" to each group. Display on document camera as well. Teacher reads the card aloud to the class. Students then use the displayed card as well as their identical group card to evaluate each event and discuss the best solution for all parties involved in each event. Ideas for discussion may include human rights, common good, individual rights, respect, and dignity for human kind. Primary sources/materials may be stapled to the back of each card for students to gain a better understanding of the conflict. (The teacher may want to complete Event #1 together as a whole group so students understand what is expected for events 2 – 7 and can complete as an independent group.)
6. Students record their solutions on their individual Solve the Conflict Graphic Organizer (two-sided). The actual solution column is left blank until the end of the inquiry period.
7. Repeat procedures 5 and 6 with Event Cards #2-#7.
8. Discuss emerging themes within these events (bullying, persistence, force).
9. Display the Teacher Solution Sheet or make copies for each student or group of students. Teacher displays on document camera and reads each historical solution. Discuss these results and any reoccurring themes that keep arising. Students should be able to infer that the Native Americans were often overlooked, pushed aside, treated unfairly, discriminated, and eventually forced out of their homeland.
10. Marker Talk – Label 6 pieces of chart paper with the following headings:
 - o The Treaty of Paris
 - o Little Turtle's War
 - o The Treaty of Greenville
 - o The Treaty of Fort Meigs
 - o The Indian Removal Act of 1830
 - o The Hunting Party

Hang these charts throughout the room. Assign each clan (group of students) to one of the chart papers. Direct the clan to write facts and details on the chart as to the problems and historical resolutions of each event. Continue rotating each clan to each displayed chart. As students rotate they add any new information to each chart but cannot duplicate already written facts. Each clan will have a different colored marker. Differences in colored markers will make it easy for the teacher to see which clan has certain responses and can ask the clan to explain their thinking.

11. Final Assessment: Students will complete the 7-Element Writing Assignment. Directions for the assessment are fairly simple. There are three templates that students can use depending upon the choice they make for completing the writing assessment.



HOW DO YOU SOLVE CONFLICTS?



SOLVE THE CONFLICT GRAPHIC ORGANIZER

Common Good vs. Individual Rights

Student's Name: _____ Wyandotte Clan: _____ Date: _____

EVENTS	U.S. SETTLERS VIEW	NATIVE AMERICAN VIEW	BRITISH VIEW	POSSIBLE SOLUTION	ACTUAL SOLUTION

SOLVE THE CONFLICT GRAPHIC ORGANIZER

Common Good vs. Individual Rights

Student's Name: _____ **Wyandotte Clan:** _____ **Date:** _____

EVENTS	U.S. SETTLERS VIEW	NATIVE AMERICAN VIEW	BRITISH VIEW	POSSIBLE SOLUTION	ACTUAL SOLUTION
1763-1764					
1764-1765					
1765-1766					
1766-1767					
1767-1768					
1768-1769					
1769-1770					
1770-1771					
1771-1772					
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1847-1848					
1848-1849					

[illegible]

Event Card #1

The Treaty of Paris 1783

There has been a war between the Europeans: the American colonists versus the British Crown. Both sides want possession of the land located on the Eastern seaboard of North America. They call this the "New World." The colonists want their own place and begin their own government, towns, and homes. The British want to own this land too. They want to expand their empire and create more wealth.

But... the Native Americans have their long established homes, communities, and hunting grounds throughout this area as well. They do not believe in "owning" land but living in unison with it. They have lived here forever! Their grandparents lived here and their great grandparents, and their great-great grandparents. You get the idea. Some of the Native Americans have decided to fight in the war as well. The Europeans have made promises to them that they will be able to keep their land.

Well, to make a long story short, it has been determined that the American colonists have won this "Revolutionary War." So an agreement for all parties must be made. Both the British and the Colonists have forts and other establishments throughout the Eastern Side of the Mississippi. The Native Americans have their long established homes, communities, and hunting grounds throughout this area as well. Who gets what?

Solve the conflict. Develop a solution so that all parties involved are treated fairly and can move positively into the future. List what each group of people should or shouldn't have and the method for this to occur.



Signing the Treaty of Paris. Notice there are no Native Americans represented even though they too fought in the Revolutionary War.

EVENT CARD #1 - PRIMARY SOURCES/EXTRA MATERIALS

ACCOMPLISHMENTS OF THE TREATY OF PARIS

The Treaty of Paris was signed nearly two years after the Battle at Yorktown. What took so long?

After the Battle of Yorktown, Britain's King George III did not think he could win the war anymore, but he still did not want to give the American colonists independence from Great Britain.

Three representatives were sent from America to Great Britain to work out the terms of the peace treaty. Those men were John Adams, John Jay, and Benjamin Franklin. It took them a great deal of time and discussion to finally convince King George III that America would not sign a peace treaty ending the Revolutionary War until that treaty included American independence from Great Britain.

It took time and discussion to work out the other details of the treaty, if not to the satisfaction, at least to the acceptance of the other parties involved who had fought on the side of the American colonists - the French, the Spanish, and the Dutch, each of whom had their own national interests. Finally, in September 1783, the Treaty of Paris was ratified.

For America, The Treaty of Paris accomplished:

1. **END OF WAR:** The official end of the Revolutionary War
2. **NEW GOVERNMENT:** This treaty gave the colonies their independence from Great Britain. The 13 states were free to make their own rules and create their own state and national government without British interference. (Note to students: The Articles were written in 1781, two years before the end of the American Revolution. They were replaced with the Constitution of the United States in 1788. This is the same Constitution that is in place today. Only 27 amendments have been added over the past 225 + years, 10 of which are the Bill of Rights, which were added immediately. I think it's safe to say our Founding Fathers did a very good job setting up a new government!)
3. **MORE LAND:** The British gave America all the land between the Atlantic Ocean and the Mississippi River, and from Canada to the north and Florida to the south. Land that Parliament had "reserved" for the Indian nations would now be open for settlement.
4. **REMOVAL OF BRITISH MILITARY:** The British army and navy agreed to leave all American territories.
5. **FREE TRADE:** British Parliament had passed many laws to control trade in the American colonies. These laws were repealed, and American colonists were free to trade with whomever they chose.

<http://revolution.mrdonn.org/treatyofparis.html>

Conflict Solvers- Event Card #1 Treaty of Paris

Primary Source - Painting of the Signing of the Treaty of Paris by Benjamin West

The start of the treaty says its goal is to "secure to both perpetual peace and harmony"

The British representatives refused to sit for this portrait and the Native Americans weren't even represented.



Conflict Solvers- Event Card #1 Treaty of Paris



ACTUAL HISTORICAL SOLUTIONS TO "SOLVE THE CONFLICT" EVENTS

EVENT #1 The Treaty of Paris 1783

The Treaty of Paris of 1783 ended the American Revolutionary War and recognized American independence from Great Britain. The negotiations for this peace treaty occurred between Great Britain and the United States. Great Britain was to give up all rights of land from the Allegheny Mountains on the east side to the Mississippi River on the West. Also the land stretched from the Great Lakes on the north to Florida on the south. This land was given by Great Britain to the United States Americans. The Americans were also given fishing rights off the coast of Newfoundland. Britain was to remove all their troops off this nation. The U.S. agreed to pay all debts owed to Great Britain.

* The Native Americans did not participate nor were they asked to participate in the signing of the treaty. After the treaty, the British kept some of the forts within the territory and continued to trade with the Native Americans often supplying them with guns and other weapons in the hopes that it may stop further expansion by the United States.

Event Card #2

Little Turtle's War 1785-1795

"I WANT IT!!!"

There is a large "prime" piece of land called the Northwest Territory. It consists of the current day states Ohio, Michigan, Indiana, Illinois, Wisconsin, and a small northern piece of Minnesota. The American settlers have recently seen the value of this land. They fought a war with another European group called the British and the British said it was now the American settler's land even though the Indians have always and continue to inhabit this area in the late 1700s. The American colonists realize that this is "prime" land that will provide economic growth in their "new world." It will provide much needed space for the expansion for the people on the East Coast.

The Indians have made this area their home for centuries. They farm the land, hunt the animals, and raise their families. They live in homes, have formed governments, and have communities with social and ceremonial traditions and customs. As the United States began to push into the Northwest Territory, the Native Americans attempted to stop them by forming an Indian Confederation led by Little Turtle, a Miami along with Shawnee Chief Blue Jacket and Delaware Chief Buckongahelas. Battles between the U.S. and Indian Confederation over lands became known as the Little Turtle Wars. Tecumseh began his time as a warrior during the Little Turtle Wars and fought at the Battles of Fallen Timbers.

There have been many battles between the Native American Alliance and the American settlers. Solve the conflict. Develop a solution so that all parties involved are treated fairly. List what each group of people should or shouldn't have and the method for this to occur.



Event Card #2 - Little Turtle's War



Event Card #2 - Little Turtle's War



ACTUAL HISTORICAL SOLUTIONS TO "SOLVE THE CONFLICT" EVENTS

EVENT #2 Northwest Indian Wars/Little Turtle's War 1785 – 1795

The Indians did not want people settling on their land. They were not represented earlier in the Treaty of Paris and as a result felt no allegiance to that document. The United States settlers continued to push into the west. The Indians band together to form strong armies to protect their land. Chiefs such as Little Turtle, Bluejacket organized alliances to continue to fight and protect their homeland. Skirmishes and battles broke out over the United States push for more new land. Very unsettling. No peace. Indians, although banning together to fight, are also divided on listening to offers of peace from the Americans. Distrust and turmoil continues.

Event Card #3

Treaty of Greenville (A treaty of peace and friendship between the United States of America and portions of the tribes of Native Americans called the Wyandots, Delawares, Shawanoese, Senacas and Miamies. 1795

"MINE, MINE, MINE!!!"

There was a great battle in the current northern state of Ohio. It was called the Battle of Fallen Timbers. The Native American coalition (a large group of Native Americans fighting together as one team) was battling against the U.S. government over land in the Ohio Valley. Once again, the Indians were fighting to keep their homeland. During this great battle all but one of the Wyandotte chiefs were killed. This was devastating for the Indian Nation.

The settlers were fighting to expand their new territory which they felt they won from Great Britain during the American Revolutionary War. They felt this was their land now. Great Britain continued to occupy the lands and aid the Native Americans in an attempt to keep the United States from expanding into the British colony of Canada. Once again, three different groups of people want this land. Should it go to those with the most weapons (U.S. government)? Should it go back to Great Britain? Should it remain in the hands of those who originally lived here? You decide.

Solve the conflict. Now that the battle is over, develop a solution so that all parties involved are treated fairly. List what each group of people should or shouldn't have and the method for this to occur.



THE GREENVILLE TREATY LINE

ACTUAL HISTORICAL SOLUTIONS TO "SOLVE THE CONFLICT" EVENTS

EVENT #3 Treaty of Greenville 1795

The Battle of Fallen Timbers was fought between the Americans and their leader General "Mad" Anthony Wayne and the Native American Tribes of the Delaware, Shawnee, Wyandot, and others. All but one of the Wyandotte Chiefs were killed in the Battles and Chief Tarhe was wounded. The Treaty of Greenville was signed by Tarhe after the American victory at the Battles of Fallen Timbers. After suffering great loss, Tarhe chose to seek peace by giving up some lands to the United States in hopes of being able to peacefully coexist with American settlers while retaining a large Wyandotte Reservation. Of interest, Tecumseh also fought at the Battles of Fallen Timbers, but left with a very different impression than Tarhe who believed in the possibility of peaceful solutions. Tecumseh organized a new Indian Confederation military to stop the United States westward expansion with force. As a result of this treaty, the Indians gave up 25,000 square miles of land and received \$20,000 and a promise of peace. This treaty was broken by the United States soon after it was made.

It should be noted that not all of the Wyandotte [or other tribes] were represented by their leaders at the Treaty of Greenville. The U.S. choose to enter into treaties that represented entire tribes, when only portions of the leaders agreed to it. In this case, the Michigan Wyandotte Leaders reached the treaty negotiations late and did not get to protest two villages in S.E. Michigan in the treaty. While the U.S. had to have treaties ratified by the U.S. Senate and approved by the President, the same review and approval at Wyandotte Council Fires was not afforded to the Tribes.

Event Card #4

War of 1812

"It just doesn't stop."

War has broken out once again between Great Britain and the United States over rights to the area of land called the Northwest Territory. Great Britain continues to have forts in the Northwest Territory and refuses to give up their control of more land to the U.S. The U.S. wants to expand the next nation by taking part of Canada and stopping the British from arming the Native Americans. The American Indian Tribes whom still occupy the lands continue to want to retain their centuries old claim to their native lands.

Many of the American Indians, who continue to live alongside the settlers, are torn over which side will provide the best results for the tribes. After the Battle of Fallen Timbers the only remaining Wyandotte Chief, Tarhe, convinced the Wyandotte living in Ohio to sign the Treaty of Greenville and they were now peacefully settled alongside many Americans. The Wyandotte in Michigan were left out of the Treaty of Greenville and the United States claimed ownership of all of their villages refusing to give the Wyandotte's in Michigan a Reservation. The Wyandotte in Michigan and Ohio are all related and family ties run deep within the great Wyandotte Nation.

War is imminent between the United States and Great Britain. The Wyandotte cannot avoid the war and the outcome will likely decide the ultimate fate of the tribes. Tensions and emotions are extremely high and out of control. What should the Wyandotte do?

Solve the conflict. War is imminent, decide who the Wyandotte should align with, the British or Americans. List why the Wyandotte may want to choose each side and decide their alliance.

EVENT CARD 4

Uper Sandusky May 8th 1810
His Excellency, Governor Huntington

Dear Sir

Father we the Chiefs and warriors your Children salute you and we take this opportunity to let you know that some of your people have encroached upon our lands and it is probable that you have heard nothin about it they have ben surveying and measurin out lands on this side of the line and Now Father we apply to you for assistance we under stand that you are apointed to Govern rule and Correct the people of this state we have heard pious Counsel and had this matter under Consideration you remembe the treaty of peace Concluded at Greenville that we should Consider the united States people as our Father and we to be Considered by them as their Children and we hope that the Great Spirit will keep this good peac in our hearts

our Father told us at the treaty that those of his people living near us should see and take care that no person or persons should meddle with or encroach upon our Lands our Father told us that his people are a very greedy people and he said that [crossed out] a trader would come and sit down with you and after awhile perhaps he will be looking at the land and a little after perhaps he will ask for a little to plant an our Father told us to tell them No and if any one came to trad without License we should let our Father know of it

the reasons we have wrote to you upon this matter we understand that you are to take care of your people to the line and if they transgress you are to Correct them Father we would wish to go in to see you our selves but we hear that the small pox is about and we are afraid and this is the reason we write to you Father I am verry Sorry I could not go in if I had went I Could have related the whole treaty to you but I have only sent these few line to let you know these matters of importance and great Consernment to us

we would wish you to send out two papers with orders upon them for those people not to encroach upon us one for your Children at this place and one for your Children at Scioto to show and Convince the people that it is contrary to law to meddle settle or survey land over the line

Father we your Children salute you with our Compliments and may the grate Spirit bless and assist our Father and we his Children that we may live together in peace

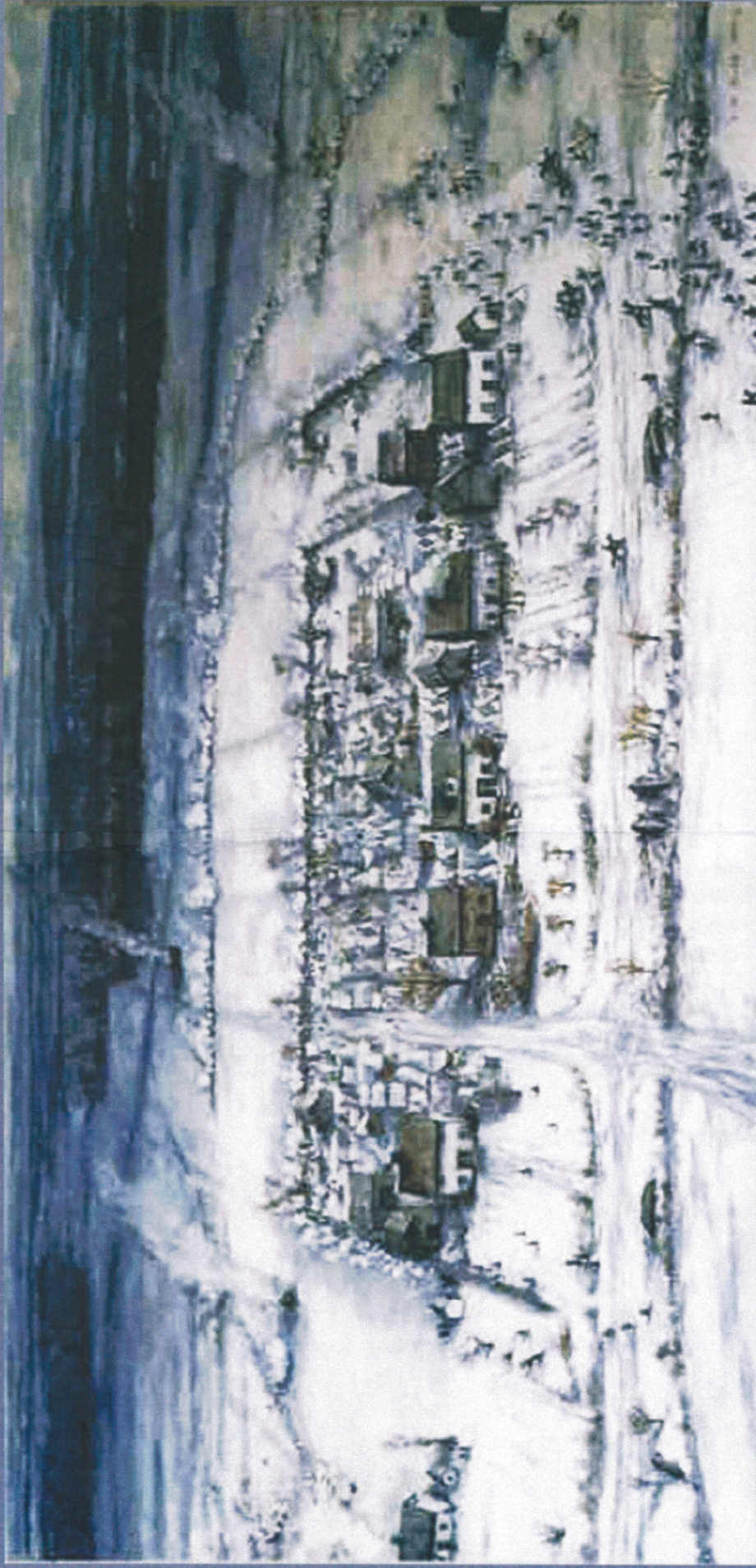
his
Crane X or Tarhe
mark

Chiefs of Uper Sandusky
Tanamaranak [his X mark] or John Hat
Scoentiah [his X mark]

Yaraptaijah [his X mark]
Erawyawok [his X mark]
Tehiyanyah [his X mark]

Rashanah [his X mark]
Scolash [his X mark]
Teizue [his X mark]

BATTLES OF THE RIVER RAISIN - EVENT CARD 4



EVENT CARD 4



SIGNING OF FORT MIFFLIN

EVENT CARD 4

TREATY WITH THE WYANDOT, ETC, 1815

Sept. 8, 1815. | 7 Stat., 131. | Ratified Dec. 26, 1815.

Margin Notes

Peace given to certain tribes.

Said tribes restored to the pacific relations of 1811.

United States pardon the hostilities of the Wyandots, Delawares, etc.

Treaty of Greenville, etc., ratified and confirmed.

A Treaty between the United States of America and the Wyandot, Delaware, Seneca, Shawanoe, Miami, Chippewa, Ottawa, and Potawatimie, Tribes of Indians, residing within the limits of the State of Ohio, and the Territories of Indiana and Michigan.

WHEREAS the Chippewa, Ottawa, and Potawatimie, tribes of Indians, together with certain bands of the Wyandot, Delaware, Seneca, Shawanoe, and Miami tribes, were associated with Great Britain in the late war between the United States and that power, and have manifested a disposition to be restored to the relations of peace and amity with the said States; and the President of the United States having appointed William Henry Harrison, late a Major General in the service of the United States, Duncan M'Arthur, late a Brigadier in the service of the United States, and John Graham, Esquire, as Commissioners to treat with the said tribes; the said Commissioners and the Sachems, Headmen, and Warriors, of said tribes having met in Council at the Spring Wells, near the city of Detroit, have agreed to the following Articles, which, when ratified by the President, by and with the advice and consent of the Senate of the United States, shall be binding on them and the said tribes:

ARTICLE 1.

The United States give peace to the Chippewa, Ottawa, and Potawatimie, tribes.

ARTICLE 2.

They also agree to restore to the said Chippewa, Ottawa, and Potawatimie tribes all the possessions, rights, and privileges, which they enjoyed, or were entitled to, in the year one thousand eight hundred and eleven, prior to the commencement of the late war with Great Britain; and the said tribes, upon

TREATY WITH THE WYANDOT, ETC, 1815

Tamenatha, or butler, his x mark, [L. S.]

Shemenetoo, or big snake, his x mark, [L. S.]

Outhowwaheshegath, or yellow plume, his x mark,

Quatawwepay, or capt. Lewis, his x mark, [L. S.]

Mishquathree, or capt. Reid, his x mark, [L. S.]

Tecumtequah, his x mark, [L. S.]

Ottawa chiefs:

Tontegenah, or the dog, his x mark, [L. S.]

Tashcuygon, or McArthur, his x mark, [L. S.]

Okemas, or little chief, his x mark, [L. S.]

Nashkemah, his x mark, [L. S.]

Watashnewah, his x mark, [L. S.]

Onqunogesh, or ugly fellow, his x mark, [L. S.]

Menitugawboway, or the devil standing, his x mark, [L. S.]

Kelystum, or first actor, his x mark, [L. S.]

Ottawas from Mackinack:

Kemenechagon, or the bastard, his x mark, [L. S.]

Karbenequane, or the one who went in front, his x mark, [L. S.]

Ottawa from Grand River:

Mechequez, his x mark, [L. S.]

A Winnebago from Mackinack:

Wassachum, or first to start the whites, his x mark, [L. S.]

Chippewa chiefs:

Papnescha, or turn round about, his x mark, [L. S.]

Nowgeschick, or twelve o'clock, his x mark, [L. S.]

Shamanetoo, or God Almighty, his x mark, [L. S.]

Wissenesoh, his x mark, [L. S.]

Cacheonquet, or big cloud, his x mark, [L. S.]

Pasheskiskaquashcum, [L. S.]

TREATY WITH THE WYANDOT, ETC, 1815

Menactome, or the little fly, his x mark, [L. S.]

Enewame, or crow, his x mark, [L. S.]

Nauaquaoto, his x mark, [L. S.]

Paanassee, or the bird, his x mark, [L. S.]

Delaware chiefs:

Toctowayning, or Anderson, his x mark, [L. S.]

Lamahtanoquez, his x mark, [L. S.]

Matahoopan, his x mark, [L. S.]

Aaheppan, or the buck, his x mark, [L. S.]

Jim Killbuck, his x mark, [L. S.]

Captain Beaver, his x mark, [L. S.]

McDonald, his x mark, [L. S.]

Seneca chiefs:

Tahummindoyeh, or between words, his x mark, [L. S.]

Yonundankykeurent, or John Harris, his x mark, [L. S.]

Masomea, or Civil John, his x mark, [L. S.]

Saccorawahtah, or wiping stick, his x mark, [L. S.]

Potawatimie chiefs:

Topeeneebie, his x mark, [L. S.]

Noungeesai, or five medals, his x mark, [L. S.]

Naynauawsekaw, his x mark, [L. S.]

Joeonce, his x mark, [L. S.]

Cocneg, his x mark, [L. S.]

Ohshawkeebee, his x mark, [L. S.]

Waineamaygoas, his x mark, [L. S.]

Meeksawbay, his x mark, [L. S.]

Mongaw, his x mark, [L. S.]

Nawnawmee, his x mark, [L. S.]

TREATY WITH THE WYANDOT, ETC, 1815

Chay Chauk, or the crane, his x mark, [L. S.]

Wanaunaiskee, his x mark, [L. S.]

Pashapow, his x mark, [L. S.]

Honkemani, or the chief, his x mark, [L. S.]

Neesscatimeneemay, his x mark, [L. S.]

Ponngesais, his x mark, [L. S.]

Nounnawkeskawaw, his x mark, [L. S.]

Chickawno, his x mark, [L. S.]

Mitteey, his x mark, [L. S.]

Messeecawee, his x mark, [L. S.]

Neepoashe, his x mark, [L. S.]

Kaitchaynee, his x mark, [L. S.]

Waymeego, or W. H. Harrison, his x mark, [L. S.]

Louison, his x mark, [L. S.]

Osheouskeebee, his x mark, [L. S.]

Miami chiefs:

Pacan, his x mark, [L. S.]

Singomesha, or the owl, his x mark, [L. S.]

Totanag, or the butterfly, his x mark, [L. S.]

Osage, or the neutral, his x mark, [L. S.]

Wabsiung, or the white skin, his x mark, [L. S.]

Wapaassabina, or white racoon, his x mark, [L. S.]

Otteutaqua, or a blower of his breath, his x mark, [L. S.]

Makatasabina, or black racoon, his x mark, [L. S.]

Wapeshesa, or white appearance in the water, his x mark, [L. S.]

Motosamea, or Indian, his x mark, [L. S.]

Shacanbe, his x mark, [L. S.]

Shequar, or the poor racoon, his x mark, [L. S.]

Cartanquar, or the sky, his x mark, [L. S.]

TREATY WITH THE WYANDOT, ETC, 1815

Okemabenseh, or the king bird, his x mark, [L. S.]

Wapenaseme, or the collector of birds, his x mark, [L. S.]

Mecinnabee, or the setting stone, his x mark, [L. S.]

Annawba; his x mark, [L. S.]

Mashepesheewingqua, or tiger's face, his x mark, [L. S.]

Signed in the presence of—

A. L. Langhan, secretary to the commission,

Lewis Cass,

James Miller, brig. general U. S. Army,

Willoughby Morgan, major U. S. Army,

A. B. Woodward,

Hy. B. Brevoort, late Major Forty-fifth Infantry,

John Bidder, Captain U. S. Corps Artillery,

James May, J. P.,

Peter Audrain, Reg. L. O. D.,

Jn. K. Walker, Wyandot interpreter,

Francis Jansen,

James Riley, interpreter,

William Kingg,

Francois Mouton,

John Kenzie, interpreter,

F. Duchouquet, United States interpreter, W.,

Louis Bufait, Indian interpreter,

J. Bts. Chandonnai, interpreter,

W. Knaggs,

Antoine Bondi,

Jean Bt. Massac, his x mark.

TREATY WITH THE WYANDOT, ETC, 1815

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ACTUAL HISTORICAL SOLUTIONS TO "SOLVE THE CONFLICT" EVENTS

EVENT #4 Battles of the River Raisin and Treaty of Springwells 1812-1815

When the War of 1812 broke out, the Wyandotte's had to choose which European nation they would form an alliances with to defend their lands, customs and ways of life. Great Britain and the United States both wanted lands the Wyandotte and other tribes lived on. The Wyandotte's did not have a good choice and for many reasons the War that had been forced upon them split the tribe and families. The Wyandotte in Upper Sandusky choose to align with the United States following Tarhe's leadership. The United States had granted the Wyandotte's a large land area in Ohio to live on forever and they did not want to risk losing the lands. The Wyandotte's in Michigan choose the British as their allies because the British promised the Tribes that if they won the War they would create a Free Indian State between British Canada and the new United States. The United States had refused to grant permanent native lands to the Wyandotte's in Michigan.

The War of 1812 was devastating for the United States, Great Britain, the Tribal Nations and settlers in the Old Northwest. Portions of thirteen Tribes took up arms against the United States in Tecumseh's Confederation. The Confederation aligned with Great Britain and in January of 1813 won a tremendous struggle during many battles over control of the River Raisin and Michigan. The Confederation and British victories at the Battles' of the River Raisin inflicted the greatest defeat on the United States during the entire War and were the largest Battles ever fought on Michigan soil. The War of 1812 ended with no real changes between Great Britain and the United States with the signing of the Treaty of Ghent, but did not end between the American Indians and United States until the signing of the Treaty of Springwells along the Detroit River. The Tribes were promised that they too would be able to return to pre-war boundaries with the United States.

Event Card #5

Treaty of Fort Meigs 1817

The War is over, or is it?

Tecumseh's Confederation victory at the Battles of the River Raisin resulted in the first United States Wartime Rally Cry "Remember the Raisin" which spurred the United States on in the War efforts. After the United States surprise victory during the Battles of Lake Erie the United States retook the Michigan Territory and pursued the British and Confederation into Canada ultimately defeating them at the Battle of the Thames where War Chief Tecumseh is killed. The United States and Great Britain agree to conclude the War of 1812 as a virtual tie restoring pre-war boundaries as a part of the Treaty of Ghent. Nearly a year later, the United States agreed to the same pre-war conditions with the tribal nations that took up arms against the United States during the War when they signed the Treaty of Springwells in September of 1815.

The United States and the Wyandotte of Michigan continued to disagree over lands and even more American settlers were moving into lands once the sovereign territory of the tribes. How can the tribal citizens and American settlers live in peace?

Solve the conflict. Now that the war is over, develop a solution so that all parties involved are respected and treated fairly. List what each group of people should or shouldn't have and the method for this to occur.



ACTUAL HISTORICAL SOLUTIONS TO "SOLVE THE CONFLICT" EVENTS

EVENT #5 Treaty of Fort Meigs/Treaties of 1817-18

The United States settlers wanted even more land than they were given in the Treaty of Greenville. Soon after the conclusion of the War of 1812, the Wyandotte's and other tribes were moved on smaller reservation lands both in Ohio (Upper Sandusky) and south east Michigan along the Huron River (including the areas that are now Willow and Oakwood Metroparks). The Wyandottes of Ohio were to live on a 12 mile square area at Upper Sandusky, along with a one square mile of swamp land with cranberries on it. They were also given \$4, 319 for injuries during the War of 1812. Eventually 55,650 more acres of land were included which made the reservation 12 miles by 19 miles. One must keep in mind that before this time they basically had an infinite amount of land...now it was 12 miles by 19 miles. They were also to get \$500 forever. In return the U.S. received claim to most of the land of northwest Ohio and Michigan. This was hundreds of miles of land. In Michigan, the Wyandotte were given just 4,996 acres of land to live on. Once again, the Wyandottes were TOLD how much land they could use and what land they could use.

Event Card #6

Indian Removal Act of 1830

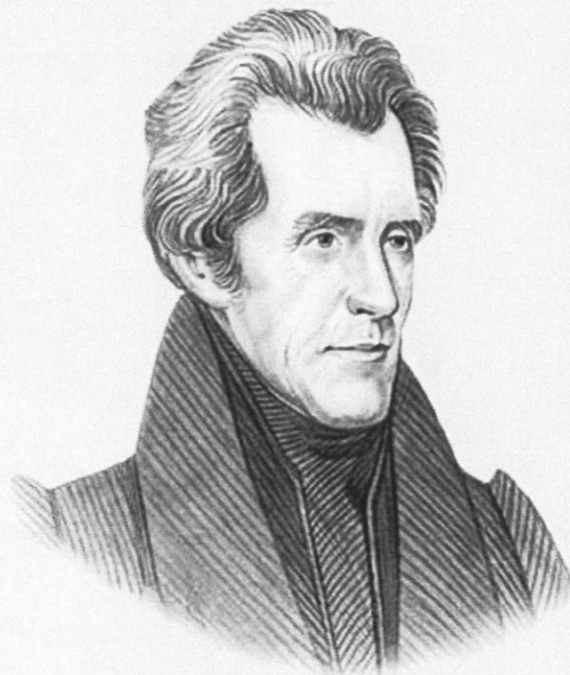
"Do as I say!"

Andrew Jackson, an American War of 1812 veteran is now President of the United States. He wants to make the United States into a great empire for his European people. He wants to expand his territory all the way to the Mississippi River!! Many settlers continue to encroach upon the land of the Indians often time with conflict. The land he wants to use continues to be inhabited by American Indians. The Native Americans have their homes and communities here. They have lived here for many generations and value their homeland.

They want to continue to farm and hunt the land their great ancestors did in order to continue their customs, traditions, and way of life. They want to fish in the clear streams, rivers, and lakes. They want to hunt in the deep forests filled with deer, rabbit, and bear, and collect the berries and nuts from the trees. They want to plant their 3 sister crops in the fertile ground for their children to enjoy as they have done on this land for hundreds of years. The treaties the Wyandotte signed in 1817 and 1818 grant the "Wyandotte Indians, and their descendants" their Reservation "lands so long as they or their descendants shall occupy the same."

Solve the Conflict. Develop a solution so that all parties involved are treated fairly. List what each group of people should or shouldn't have and the method for this to occur.

*Listen to Andrew Jackson's speech.



Primary Document

Event # 6 Indian Removal Act

President Jackson's Views on the Native Americans

Text of The Indian Removal Act, 1830

Passed into law during Jackson's second year as President, this Act set the tone for his administration's handling of all Indian affairs. In fact, Removal outlasted his tenure: the last of the Cherokee were infamously forced on the Trail of Tears death march in 1838, two years after Jackson's second--and final--term ended. Though all Eastern tribes were eventually relocated West of the Mississippi, the government failed utterly in its pledge to enact the policy on a strictly voluntary basis (a policy notably not written into the act.) Nearly all relocation was carried out under duress, whether by military escort, or when no other option remained after tribal decimation by broken treaties, fraudulent land deals and the wars these often caused. Here is the Act's preamble:

Event Card 6

Indian Removal Policy

Developing & Applying the Removal Act

Andrew Jackson Addresses Congress.

In seven of his eight annual messages to Congress, US President Andrew Jackson devotes several paragraphs to the policy of Indian removal

First Inaugural Address, March 4, 1829

In which Jackson reassures the Indian tribes that their treatment under his administration will be liberal, just and in accordance with the beliefs of the American people:

"It will be my sincere and constant desire to observe toward the Indian tribes within our limits a just and liberal policy, and to give that humane and considerate attention to their rights and their wants which is consistent with the habits of our Government and the feelings of our people." -- Andrew Jackson

First Annual Message to Congress, December 8, 1829

In which, in the closing paragraphs of the speech, Jackson lays out his policy for relocating Indians of the east to territories west of the Mississippi. This policy becomes law as the Indian Removal Act by his next annual address. An excerpt from the speech:

"Our conduct toward these people is deeply interesting to our national character. Their present condition, contrasted with what they once were, makes a most powerful appeal to our sympathies. Our ancestors found them the uncontrolled possessors of these vast regions. By persuasion and force they have been made to retire from river to river and from mountain to mountain, until some of the tribes have become extinct and others have left but remnants to preserve for awhile their once terrible names. Surrounded by the whites with their arts of civilization, which by destroying the resources of the savage doom him to weakness and decay, the fate of the Mohegan, the Narragansett, and the Delaware is fast overtaking the Choctaw, the Cherokee, and the Creek. That this fate surely awaits them if they remain within the limits of the states does not admit of a doubt. Humanity and national honor demand that every effort should be made to avert so great a calamity." -- Andrew Jackson

Second Annual Message to Congress, December 6, 1830

Jackson announces Indian Removal nearing consummation; the Choctaw and Chickasaw peoples agree to relocation; this development will induce other tribes to follow; states his good-will toward aboriginal people;

"Toward the aborigines of the country no one can indulge a more friendly feeling than myself, or would go further in attempting to reclaim them from their wandering habits and make them a happy, prosperous people." -- Andrew Jackson

Third Annual Message to Congress, December 6, 1831

Funds are appropriated for the removal of eastern tribes; treaty negotiation for actual removal of the Choctaw and Chickasaw underway; Cherokee registration in Georgia recommences with hopes of up to two-thirds participation; removal efforts concentrated in Ohio and Indiana where treaties extinguished all Ohio reservations; philanthropists and missionaries invited to help removed Indians advance "from barbarism to the habits and enjoyments of civilized life."

"It is pleasing to reflect that results so beneficial, not only to the States immediately concerned, but to the harmony of the Union, will have been accomplished by measures equally advantageous to the Indians. What the native savages become when surrounded by a dense population and by mixing with the whites may be seen in the miserable remnants of a few Eastern tribes, deprived of political and civil rights, forbidden to make contracts, and subjected to guardians, dragging out a wretched existence, without excitement, without hope, and almost without thought." -- Andrew Jackson

Fourth Annual Message to Congress, December 4, 1832

Substantial deficit reduction despite Indian 'removal and preservation' costs; oblique reference to economics of converting Indian land first to public land, then selling parcels to settlers at cost; Sac and Fox uprising put down -- disaffected tribes 'dispersed or destroyed'; the 'wise and humane' Indian removal policy is steadily pursued and approaching consummation -- Secretary of War reports; Georgian Cherokees resist removal.

"After a harassing warfare, prolonged by the nature of the country and by the difficulty of procuring subsistence, the Indians were entirely defeated, and the disaffected band dispersed or destroyed. The result has been creditable to the troops engaged in the service. Severe as is the lesson to the Indians, it was rendered necessary by their unprovoked aggressions, and it is to be hoped that its impression will be permanent and salutary." -- Andrew Jackson

Fifth Annual Message to Congress, December 3, 1833

Survivors of Sac and Fox War of 1832 removed west of Mississippi; 'inferior' Georgian Cherokee continue to resist 'force of circumstances' and refuse removal; Jackson reiterates removal and 'political reorganisation' form the best and only option for continued existence of eastern Indians.

"My original convictions upon this subject have been confirmed by the course of events for several years, and experience is every day adding to their strength. That those tribes can not exist surrounded by our settlements and in continual contact with our citizens is certain. They have neither the intelligence, the industry, the moral habits, nor the desire of improvement which are essential to any favorable change in their condition. Established in the midst of another and a superior race, and without appreciating the causes of their inferiority or seeking to control them, they must necessarily yield to the force of circumstances and ere long disappear." -- Andrew Jackson

Sixth Annual Message to Congress, December 1, 1834

Military blocks 'inroads' of Western frontier Indians; Creek removal imminent, Seminole next, Cherokee stubbornly refuse against own best interests; Indian Trade and Intercourse Act of 1834 made law, restricting treated sovereignty of Western Indians.

"I regret that the Cherokees east of the Mississippi have not yet determined as a community to remove. How long the personal causes which have heretofore retarded that ultimately inevitable measure will continue to operate I am unable to conjecture. It is certain, however, that delay will bring with it accumulated evils which will render their condition more and more unpleasant. The experience of every year adds to the conviction that emigration, and that alone, can preserve from destruction the remnant of the tribes yet living amongst us." -- Andrew Jackson

Seventh Annual Message to Congress, December 7, 1835

Inexplicably, Jackson makes no direct reference to Indian removal in this message, though it was in this year that the Seminole were ordered to leave Florida. In fact, the only reference to native issues is made obliquely in a paragraph concerning the sale of public lands, much of which were once treated Indian territories.

"The extraordinary receipts from the sales of the public lands invite you to consider what improvements the land system, and particularly the condition of the General Land Office, may require. At the time this institution was organized, near a quarter century ago, it would probably have been thought extravagant to anticipate for this period such an addition to its business as has been produced by the vast increase of those sales during the past and present years. It may also be observed that since the year 1812 the land offices and surveying districts have been greatly multiplied, and that numerous legislative enactments from year to year since that time have imposed a great amount of new and additional duties upon that office, while the want of a timely application of force commensurate with the care and labor required has caused the increasing embarrassment of accumulated arrears in the different branches of the establishment." -- Andrew Jackson

Eighth Annual Message to Congress, December 5, 1836

Indian wars force massive mobilisation of troops, militia and volunteers; Seminoles refuse to relocate and win early upper-hand in Second Seminole War; Urgent need for further appropriations to 'suppress hostilities'; Creek defeated and relocated West of Mississippi; Cherokee country pacified and secured by ongoing military vigilance; Mexico authorises expeditions to quell Indians beyond US frontier; Commissioner of Indian Affairs suggests larger military presence in Indian country to protect Western frontier from Indians, and the Indians from each other; Jackson prematurely declares Indian Removal to be consummated--Cherokee forcibly relocated two years later in 1838.

"The national policy, founded alike in interest and in humanity, so long and so steadily pursued by this Government for the removal of the Indian tribes originally settled on this side of the Mississippi to the West of that river, may be said to have been consummated by the conclusion of the late treaty with the Cherokees." -- Andrew Jackson

101 Years of Westward Expansion and Native Genocide

The text of the Westward Expansion Museum's History Wall

1800-1819 . 1820-1839 . 1840-1859 . 1860-1879 . 1880-1900

ACTUAL HISTORICAL SOLUTIONS TO "SOLVE THE CONFLICT" EVENTS

EVENT #6 Indian Removal Act of 1830

The Americans wanted ALL the land for their own use. They wanted the Indians gone from this area. The Indian Removal Act forced the Indians west to the other side of the Mississippi River. The Seneca and Shawnee Tribes moved in 1831 and the Ottawa between 1831 and 1833. The Wyandotte's resisted this pressure for a while by selling more of their land and adopting more of the ways of the Europeans. (Assimilation). It wasn't enough wealth (land and money) for the European settlers. Eventually in 1842 Wyandotte's gave up ALL their land in Ohio and Michigan to the United States Americans. In return they were promised \$10,000 for moving expenses and 148,000 acres of "the Land of Paradise for Indians: A Land of deepest shade Unpierced by human thought" in Kansas according to United States Indian Agents. Also included in the treaty was \$500 for educational purposes. Part of the Wyandotte's in Michigan chose to flee to Canada rather than to be forced further off their native land. Others in Michigan joined the Wyandottes in Upper Sandusky before being removed west.

Event Card #7

The Hunting Party 1841

That's enough.

"Trees were coming down, farmsteads were going up, and everywhere the wild fur-bearing animals were disappearing." The U.S. government is holding negotiations with the Wyandot people in an effort to remove them entirely from the Michigan and Ohio land. Annuities are being offered as well as money for their land. The Mad River Railroad was scheduled to open soon and would cross the Wyandotte reservation.

The Wyandotte people have delayed all negotiations in an effort to gain more money for their land. Certainly if a railroad was coming through—a true vehicle to gain communication and transportation-- their land would be worth more money. Furthermore, the land of this "Grand Reserve" was in the "heart of a flourishing country." It had many "natural advantages such as its superior soil and abundant streams, and also man-made assets, such as buildings and roads."

Many of the Wyandottes have assimilated with the settlers and have taken on much of their ways including their dress and religion. They had an attorney, a postmaster, and even interpreters. Something has caused them to finally say they have had enough. What could it be?

Solve the conflict. Take a guess on what each side has done. Develop a solution so that all parties involved are treated fairly. List what each group of people should or shouldn't have and the method for this to occur.



EVENT CARD 7



ACTUAL HISTORICAL SOLUTIONS TO "SOLVE THE CONFLICT" EVENTS

Event #7 The Hunting Party

The tribe was paid less than 3.5 cents per acre when it was valued at \$2.50 per acre. Payment for reservation improvements, and promised an annuity of \$17,500 – \$6,000 more than what the government originally offered. Some tribe principals got extra land (this was a technique used by the U.S. to get tribal leaders to sign the treaties... they were promised extra). Many Wyandotte still didn't want to leave. But staying was a diminishing option. The Michigan Wyandotte never signed the treaty, but were still forcibly removed. The Michigan Wyandotte also were never paid for their lost reservation along the Huron River.

"If anyone refused to relocate to Kansas, or left once the tribe arrived there, they would no longer be a Wyandot or enjoy the tribe's annuities. Since neither the state of Ohio nor the United States had offered citizenship, and the protection that citizenship gave the law, the Wyandot would only have a legal standing if they remained a tribe. Any Wyandot who stayed behind in Ohio would be a person without a country." (Mary Stockwell-The other trail of tears-The removal of the Ohio Indians)

The Wyandottes were completely divided on the issue of total removal, but the night of the "hunting party" swayed a majority of them to agree with moving to the West.

The story goes like this:

The Wyandotte Chief, Summundewat, was a "man at home in two worlds, both among the full-bloods, who usually supported removal, and among the Christians.... Summundewat was a tall man, at least six feet, who always wore a traditional feather headdress. He had an excellent memory and could recall the history and legends of his tribe with ease. But he was also a devout Methodist, a gifted preacher, and a trustee of the Mission Church. In the fall of 1841, he had gone west to Williams County on his tribe's winter hunt. He invited Nancy Coon and her husband, Tall Fighter, a Seneca Indian who was the brother of his wife Mary, to come with him. On their way back to the Grand Reserve, they stopped near Turkey Foot Creek in Henry County. When two white men came upon their camp, Summundewat offered them food and invited them to rest. During the night, the men murdered the chief and his brother-in-law with an ax as they slept. Nancy escaped into the woods, but they caught up with her and murdered her too. They fled with the furs that Summundewat had collected, along with his horses and dogs. On the following day, the Wyandotte came looking for their chief and his companions, and found them buried under logs and fallen leaves. The two criminals were later captured and jailed, but local officials let them escape. The murder of Summundewat and the escape of his murderers shook the Wyandotte to their very core. Suddenly, all the warnings from government officials about the dangers of white people creeping closer to their reserve made sense. Many who had opposed removal were now prepared to vote for it.

The Other Trail of Tears by Mary Stockwell

CONFLICT SOLVERS

SEVEN ELEMENT ESSAY

Summary: You are a Wyandotte Indian living in the early 1800s and have just witnessed all the events that have transpired between your people and the United States government. After the Hunting Party episode you have decided there is no other choice but to prepare to move to Kansas. You want to relay your side of the events—your perspective on the injustices of what has happened over the years. You want to show the past conflict in cultures and the end result: the eradication of your tribe in Michigan and Ohio.

Writer's Purpose: Inform your readers as to the Wyandotte perspective on the historical events leading up to the journey to Kansas made by the Wyandotte people.

Writer's Role: You are writing as a Wyandotte Indian preparing for the final removal from your homeland.

Audience: Your audience will be your peers and interested adults.

Form: You will create a written document showing how conflicts were solved during this time frame in history. Your choices are the following:

1. A two voice poem showing the resolutions and perspective of the Wyandotte people.
2. An editorial showing the resolutions and perspective of the Wyandotte people
3. A song/rap showing the resolutions and perspective of the Wyandotte people.

Focus Correction Areas:

1. Accurately describe at least one historical event which led to the removal of the Wyandotte people.
2. Accurately describe the outcome for the Wyandotte people from that event.
3. Describe the emotions felt from these outcomes.

Procedure: Decide on the form of writing that best suites you. Use plain white writing paper to write your first drafts. Once the writing is to your satisfaction and you have edited it and revised it, write your final work on the designated handout that fits your choice of writing. Attach all drafts behind your final work. Your finished product will be on top. You may work in teams of two or work individually. Read aloud your work periodically to yourself or your partner to gain better insight on your progress. Your final work is due on _____.

Materials:

- Plain writing paper for drafts
- Final Handouts for finished product

25
cents

EDITORIAL TEMPLATE

ABOUT THE AUTHOR

NAME: _____

HOUR: _____

EDITORIAL PLANNING TEMPLATE - DRAFT

The Issue: _____

My Position: *I believe that* _____

INTRODUCTION - interesting hook / the issue / your view

1st REASON - paragraph intro / explanation of your view / facts to back up point

2nd REASON - paragraph intro / explanation of your view / facts to back up point

3rd REASON - paragraph intro / explanation of your view / facts to back up point

Conclusion – recap your position and points / draw your argument to a close

NAME: _____

HOUR: _____

CONFLICT SOLVERS: EDITORIAL PLANNING TEMPLATE - NOTES

The Issue: _____

My Position: *I believe that* _____

Important
Facts/ Statistics / Quotes

1st Reason

2nd Reason

3rd Reason

Conclusion

CONFLICT SOLVERS: TWO - VOICE POEM (TEMPLATE)

Student Name: _____

Date: _____

Poem Title: _____

Voice #1	Spoken Together	Voice #2

NAME: _____

CLASS: _____

WRITE A RAP VERSE

Write a four bar rap lyric

You should have four beats per line. Say it while you clap four times.
You rhyming word should land on beat 4.

_____	end rhyme a
_____	end rhyme a
_____	end rhyme b
_____	end rhyme b

Try it again

_____	end rhyme a
_____	end rhyme a
_____	end rhyme b
_____	end rhyme b

Brainstorm rhyming words here